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ABSTRACT

The bibliography presents 91 English language annotations of newspaper articles, journals, and government publications about education in Algeria, Libya, Morocco, and Tunisia. Although the title also includes Maghreb, this issue does not contain any annotations for that country. All articles were published during the period July-September 1975. Entries are categorized by country and are broken down further by topic. Educational organization of vocational and higher education, and teacher training are discussed in all sections. Philosophy and theory of education are covered in all sections except the one for Libya. Other topics under "Libya" include special education, agricultural education, and religious education. The section on Morocco includes adult education, special education, teaching methods and aids, and agricultural education. The section on Tunisia includes educational organization of primary and secondary school, as well as two special problem sections on school failures. Lists of authors and periodical sources conclude the bibliography. (AV)

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SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS

MAGHREB

ALGERIA

LIBYA

MOROCCO

TUNISIA

TT 75-55138/3

Vol. 9 No. 3 1975

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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by the

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PREFACE

Combatting illiteracy, preparing an often isolated youth with little broad cultural background to meet the needs and to face the requirements of modern society, and adapting to a multilingual situation - these are the major factors influencing educational philosophy in the Maghreb.

Illiteracy is being reduced by spectacular efforts at universal schooling.

In view of the wide-spread and sometimes dramatic social change taking place in these countries, education is in a transitional period during which it is trying to achieve a balance between the classic values and methods inherited from the colonizing countries and the practical needs imposed by a society which is increasingly in need of skilled labor and of teachers themselves.

Adapting education to the peculiarities of a multilingual population has in the past been a cause of frequent and disrupting changes of curriculum, but many of the problems related to this are now being resolved, and a clear trend towards "Arabization" can now be remarked, with an attendant emphasis on instilling in children a consciousness of their Arab and Islamic heritage.

The main difficulty in compiling a bibliography such as this is that most material must come from newspapers and from government publications. Other material, where it exists, has been published outside the countries and has not always been classified. Thus there are available many figures, many statements of policy, some evaluation of past results and practices, and very little thorough analysis.

Despite the inadequacies which necessarily result from these difficulties, these issues will, we hope, be of use not only to educators and students, but also to those with a general interest in North Africa.

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ALGERIA

Philosophy and theory of education

1. Dhombres, Dominique. "Des étudiants aux champs" (Students in the fields). Le monde de l'éducation, September 1975, p. 39 (3 col.).

From Tlemcen, the author reports that this summer, for the fourth consecutive year, thousands of "volunteer" Algerian students spent one month in the fields to participate in the "agrarian agricultural revolution" launched in November 1971 by President Boumedienne. The service of volunteer work plays a prime role in the process of unification of Algerian youth movements, decided upon during a national conference held last May in Algiers.

2. Chauler, Diane. "Problèmes algériens" (Agerian problems). Etudes, July 1975, pp. 27-43.

This article examines the various problems confronting Algeria. One is in teaching; the problem of teacher training is a very important one, and must be solved quickly. The government is making a considerable effort in the domain of instruction, and 80% of the country's children have been enrolled in school, but the effort will require years to bear fruit.

Educational organization - Vocational Education

3. "Projet électronique grand public" (Great public electronic project). El Moudjahid, August 29, 1975, p. 8.

The "great public" electronic complex which the SONELEC company is supposed to be building at Bel-Abbes will provide diversified production using peak techniques and modern methods of manufacturing and management, and creating numerous jobs.

The company offers candidates with degrees in accounting, computer processing and programming, professional training abroad, appropriate to the post they will occupy in the company, as well as certain social advantages upon their recruitment.

Educational organization - Higher Education

4. Ministère de l'enseignement supérieur et de la recherche scientifique (Ministry of higher education and of scientific research). Journal officiel (Official gazette), August 1, 1975, p. 685.

This is the text of decree no. 75-90 of July 24, 1975, creating the diploma of "licencié" (roughly equivalent to the master's degree) in "bibliothéconomie" (a combination of the words meaning "library" and "economics") and studies organization.

The law gives the general provisions governing the obtention of this degree; the program of study lasts 6 semesters.

5. Ministère de l'enseignement supérieur et de la recherche scientifique (Ministry of higher education and scientific research). Journal officiel (Official gazette), August 1975, p. 685.

The text of decree no. 75-21 of July 24, 1975, creating a diploma of "licencié" (roughly equivalent to the master's degree) in archeology and studies organization.

The decree specifies the conditions governing the obtention of this diploma. The program of studies lasts 8 semesters.

6. Ministère de l'enseignement supérieur et de la recherche scientifique (Minister of higher education and scientific research). Journal officiel (Official gazette), August 15, 1975, p. 714.

A decree of July 14, 1975 bears on the creation of an institute of social sciences at the University of Algiers, and specifies the regulations governing the obtention of the diploma offered.

7. Ministère de l'enseignement supérieur et de la recherche scientifique (Ministry of higher education and scientific research). Journal officiel (Official gazette), August 15, 1975, p. 914.

This issue of the Gazette publishes the texts of three bills specifying the creation of the options "library," "documentation" and "archives" within the framework of the master's degree in "bibliothéconomie."

8. Ministère de l'enseignement supérieur et de la recherche scientifique (Minister of higher education and scientific research). Journal officiel (Official gazette), August 19, 1975, p. 727.

Two bills reported on in this issue of the Gazette concern the opening of options in "organizational sciences" and "international politics and relations" for the diploma of political sciences.

9. Ministère de l'enseignement supérieur et de la recherche scientifique (Ministry of higher education and scientific research), Journal officiel (official gazette), August 22, 1975, p. 730.

A decree of June 23, 1975, bears on the creation of a diploma of higher studies in the nuclear sciences.

Teacher training

10. "Recrutement dans les instituts de technologie de l'éducation" (Recruiting in the institutes of educational technology). El Moujahid, September 4, 1975, p. 8.

The ministry of primary and secondary education is recruiting, in its institutes of educational technology, candidates to be trained as teachers in the secondary and elementary schools.

The article specifies the conditions for admission to the program. In each case, an initial 2-year program in one of the educational technology institutes is followed by a one-year further training period on the job.

LIBYA

Educational organization

11. Spiritual values in the education of Arab youth.
Al Raii, July 12, 1975, p. 22.

This article discusses the role of the school as one of the institutions contributing to the development of spiritual values in youth. The most important function of the school, it says, is to harmonize its role with those of other institutions such as the family, the press, religious institutions, etc.

The least the school can do, the author says, is to relate religious education lessons to live situations, evaluating them and finding solutions based on religious teachings.

12. Dr. Sherif meets with Arabic language teachers delegated to Malta and with the graduates of the school of education.
Al Fajr el Jadid, July 13, 1975, p. 4.

Dr. Sherif, minister of education for Libya, has met with the Arabic language teachers delegated to Malta. The minister talked to them of the good relations between the two countries, and of the importance of the Arabic language in the world of today. He also urged the teachers to use all the educational and scientific methods at their disposal to fulfill their mission.

The minister also met with the graduates of the school of education and reminded them that creativity and continuous innovation are the ways to achieve the aims of an educational institution.

13. The Arab Organization for Education executes the recommendations of the Committee for Educational Strategy in the Arab World.
Al Fajr el Jadid, July 31, 1975, p. 8.

The executive committee of the Arab Organization for Education has passed a resolution to publish studies of the medicine of Al Razi and of the history of medicine and pharmacy of the Arabs, and a study on the occasion of the 1000th anniversary of the founding of the Al-Azhar mosque in Cairo. The committee also encouraged the translation of works dealing with the history of Arabic literature.

Educational organization - Higher Education

14. Teacher participation in laying out the regulations for educational institutions. Al Fajr el Jadid, July 14, 1973, p. 2.

Three committees from the teachers' syndicate of Tripoli have been formed. The members of the committees are teachers with long experience, and each committee is to discuss the school regulations governing one of the three stages of education.

15. Increase in the educational grants allotted to students sent abroad for higher studies. Al Fajr el Jadid, July 20, 1973, p. 2.

The minister of education has passed a resolution to increase the grants to students studying abroad. These allowances had already been increased 40% the previous year.

The report contains a table of the allowances for various countries.

16. The Supreme Planning Committee reviews the present situation of teacher training schools, technical education and centers for technical training. Al Fajr el Jadid, August 11, 1973, p. 1.

The Supreme Planning Committee has passed a resolution to direct education toward technical fields and to correct the teaching hierarchy in such a way that it will meet the needs of the development plan by supplying trained technical expertise, especially in industry, agriculture, health and education.

The committee also studied the situation of teacher training schools, technical education and centers for technical training, and the establishment of eighteen technical training centers.

17. A school for the deaf and dumb in Bengahzi and an elementary school for girls. Al Fajr el Jadid, August 14, 1973, p. 2.

The minister of education has signed two contracts, the first for the construction of a school for the deaf and dumb in Benghazi, which is to cost approximately 1,826,787 dinars, and the second for the construction of an elementary school for girls with twenty classrooms, to cost around 206,387 dinars.

18. Forty-two inspection centers at the service of the Ministry of Education. Al Fajr el Jadid, August 17, 1975, p. 1.

The minister of education has issued a decree for the establishment of 42 inspection centers under the Ministry of Education. The decree lists the locations of these centers.

19. Three resolutions by the minister of education for establishing five schools. Al Fajr el Jadid, August 25, 1975, p. 8.

The minister of education has issued three resolutions. The first is for the establishment of five schools. The second is for the forming of a committee for detecting the different needs of schools. The third is for the formation of a committee responsible for evaluating the books dealing with the subject of development, a subject which has been newly included in the school curriculum on all educational levels.

20. Dr. Sherif meets with the inspectors of education from all over the republic. Al Jihad, August 26, 1975, p. 2.

The minister of education, Dr. Sherif, met with the education inspectors to discuss the preparations for the coming school year. In the address which is reported here, the minister asked all those at the service of the ministry to remember the importance of being well acquainted with the development plan, especially in the field of education, and of performing according to the directions issued by the ministry.

21. Contracting 2912 teachers from Arab countries. Al Jihad, August 29, 1975, p. 1.

The special committee for contracting Arab teachers has provided the necessary number of teachers for the coming scholastic year. Thus 2912 Arab teachers have been allocated to various schools in the Libyan Republic. The graduates of the teacher training schools, 1950 in number, have also been assigned to their posts, and the graduates of the Libyan universities will soon be notified of their posts as well.

22. Thirteen and one-half million dinars allotted to education in Sabha. Al Jihad, September 1, 1975, p. 1.

The inspector of education for Sabha has stated that the first five-year plan, covering 1970 to 1975, has given special attention to building new elementary and primary schools in the area. Around 13.5 million dinars have been spent so far. There are contracts for building 37 schools, with a total of 272 classrooms.

23. Preparations for the new scholastic year in Tripoli and its suburbs. Al Fajr el Jadid, September 15, 1975, p. 8.

The students in Tripoli and its suburbs number about forty thousand. There are Nineteen new schools are being prepared for use in the coming school year. These modernly-equipped schools will have 512 classrooms, thirty of which will be at the new teacher training school.

24. Great preparations by the ministry of education for the coming school year. Al Fajr el Jadid, September 16, 1975, p. 2.

The Ministry of Education will, in the coming school year, be responsible for around 2300 classrooms. The students registered for the first elementary class of the 1975-76 school year will number over 94,000. Thus the ministry is working on providing all the needed teachers, equipment, books, buildings and other educational services. Many meetings have also been held between the ministry and the education inspectors to discuss the preparations, and the needs of the new school year.

Educational organization - Vocational Education

25. Studying methods for developing technical education. Al Jihad, August 29, 1975, p. 1.

A ministerial committee headed by the minister of education has met and studied methods to be used in developing technical education. The committee also discussed the possibility of providing local technicians to achieve development plans in various fields.

26. Six hundred and fifty-five Libyan students study medicine in Arab and European universities. Al Fajr el Jadid, July 20, 1975, p. 2.

The Libyan students studying medicine in more than eleven Arab and European universities number 655. Of these, 469 are studying general medicine, 33 pharmacy and 63 dentistry, and 90 are specializing in various other medical fields.

27. Sending out 35 students on the graduate level and 9 on the undergraduate level in various fields of study. Al Fajr el Jadid, July 29, 1975, p. 8.

The ministry of education has consented to send abroad 35 graduate students and 9 undergraduates in such fields as health planning, taxes, electronic engineering, petroleum geology, ocean science and library science.

The ministry has also decided to continue supporting 12 students in medicine, civil engineering, aviation and the fine arts, after they had been denied scholarships due to certain reports submitted about them.

28. The University of Benghazi, a fortress for education and the educated. Al Fajr el Jadid, September 12, 1975, pp. 3 & 5.

This article is a report on the number, the achievements and the activities of students at the university of Benghazi.

The university now has schools of medicine, education, engineering and dentistry. For the next academic year, the university will have a faculty of agriculture and a faculty of journalism.

As far as activities are concerned, the university is planning on holding a number of conferences. The report also gives the numbers of students, graduates and staff, the capacity of the student dormitories, and the number of reference books in the library.

Special education

29. Graduation of the fourth group of female participants in a program for combatting illiteracy and for teaching sewing in Darnah. Al Jihad, July 15, 1975, p. 2.

The graduation of the fourth group of female participants in a special program for combatting illiteracy and for teaching sewing was marked by a celebration attended by officials in Darnah.

Teacher training

30. University of Malta receives Libyan teachers attending a training course. Al Jihad, July 15, 1975, p. 2.

These Libyan teachers were received in Malta, where they were to attend a training course in teaching the English language. The course is to last for a period of six weeks. The attendance at this course by Libyan teachers is a fulfillment of the policy of the ministry of education, says the article.

Teaching methods and aids

31. Training expeditions for students of the universities of Tripoli and Benghazi. Al Fajr el Jadid, July 15, 1975, p. 8.

The article reports that the second-, third- and fourth-year students at the chemical industry school of the University of Tripoli are to be sent to Yugoslavia on a training expedition. In addition, 37 students from the medical school of the University of Benghazi are to be sent to London for five weeks, and 38 students from the graduating class will be sent to Cairo for a similar program.

Agricultural Education

32. The board for higher education studies the development of professional training. Al Fajr el Jadid, July 15, 1975, pp. 1 & 2.

The Board for Higher Education has passed a resolution for the modification of the educational plan of agricultural schools and for the establishment of a school for unirrigated agriculture and one for agricultural cooperatives. The minister of education has stated that the board will soon take action to form a committee to study all aspects of professional training, so that this may go hand in hand with technical development and meet the needs of the development plan.

Religious education

33. The graduates of the sixth group from the Home Economics Training Center in Tripoli. Al Fajr el Jadid, July 31, 1975, p. 8.

The graduation of the sixth group from the Home Economics Training Center in Tripoli was marked by a celebration. The Minister of Agriculture distributed the diplomas to the graduates and inaugurated the exhibit of products made by them.

34. The Board of Education discusses improving the conditions of religious education. Al Fajr el Jadid, July 14, 1975, p. 2.

Religious education is one of the subjects that has been discussed by the Board of Education, says this article. The board studied a draft presented by the Ministry of Education recommending the application of the scientific approach to the curriculum of religious education. The Ministry of Education was urged to continue its efforts in building modern schools for teaching Islam. As for the salaries of teachers who are graduates of such schools, the board recommended that the issue be transferred to the Civil Service, since these teachers are treated on the same basis as other civil servants.

MOROCCO

Philosophy and theory of education

35. "'Les pays en voie de développement ont souvent hérité des programmes scolaires ... des anciennes puissances coloniales' a déclaré Mlle Noreen Maxwell, directrice du Centre d'information des Nations Unies pour le Maroc" ("Developing countries have often inherited school programs... from the old colonial powers" declared Miss Noreen Maxwell, director of the United Nations Information Center for Morocco.
L'Opinion, September 1, 1975, p. 2.

The article emphasizes the fact that out of 800 million illiterates in the world, the number of illiterate women is estimated at approximately 500 million. Those who go to school rarely find possibilities identical to those offered to men. The burden weighing on women continues to be particularly heavy.

Roufqi, Ahmed.
36. "L'enseignement au Maroc: II. Un combat inégal" (Education in Morocco: an unequal battle).
L'Opinion, September 2, 1975, p. 1.

A first article in this newspaper was devoted to the critical situation in education, quantitatively as well as qualitatively speaking; this second article treats of the different phases of the development of education under the protectorate, and especially of the interests and struggles hidden behind the apparent divisions.

As soon as they had settled in Morocco, says the author, the authorities of the protectorate sought to destroy Moroccan culture. Thus, introducing French teaching programs and mixing with them a minim of classic Arab culture, the colonial authorities maintained traditional Arabic instruction in a state of deficiency, disorganization and marginality.

Alongside their action tending to destroy the cultural identity of Morocco, the authorities of the protectorate tried, by practicing a selective policy in education, to train an elite in their own image, one which would serve them as a buffer, a shield and an intermediary with respect to the people.

37. "Dans une motion adoptée lors de son XII^{e} congrés à Rabat, l'UGEM constate que quatre millions d'enfants nés après l'indépendance sont privés du droit à l'enseignement" (In a motion adopted during its 12th congress in Rabat, the General Union of Moroccan Students notes that four million children born after independence are deprived of their right to an education). L'Opinion, September 8, 1975, p. 1.

"Arabization," says the article must not be a translation of foreign thought, but rather an affirmation of Moroccan, Arab and Muslim values.

Skilled personnel must be trained as a function of the economic and social development.

The reactivation of the Higher Council of Education is an absolute necessity.

Educational organization

38. "Enseignement: Une année scolaire qui s'annonce déjà compromise ....." (Education: A school year which already appears compromised). L'Opinion, September 24, 1975, p. 4.

The article criticizes the following situation, prevalent in most secondary establishments of the capital:

The courses have not yet started, at least in the rigorous sense of the word. The teachers, because of an administration which has badly prepared the beginning of the school year, cannot carry out their work seriously.
They are therefore obliged to improvise, as best they can, some sort of course with which to occupy their students.

Why? the author asks. Because the authorities have failed in their task. The school programs are left to the choice of the teachers, who have at their disposal for doing so only relatively brief and limited reference works. The pedagogical files which should be furnished by the administration to the teachers have not been.

Educational organization - Vocational Education

39. "Trois mille candidats aux examens des centres de formation professionnelle" (Three thousand candidates at the examinations of the centers for vocational training). L'Opinion, July 13, 1975, p. 7.

The end-of-year examinations in the establishments of the Office of Vocational Training and Promotion of Work began on July 7, 1975 in all the institutes and centers in the country, and were to last for one week.

These examinations mark the end of the theoretical and practical training given to 3,000 candidates in the following professional specialities:
mechanics, electricity, motors, metal finishing and soldering, agricultural mechanics, turning-milling, radio-television, industrial design, building design, masonry, carpentry, sanitary plumbing, sewing, secretarial work, accounting.

40. "Cérémonie de remise des diplômes aux lauréats de l'Institut Supérieur du Tour[illegible]me de Tanger" (Commencement exercises at the Higher Institute of Tourism of Tangiers). L'Opinion, July 24, 1975, p. 2.

Mr. Jalal Essaid, state secretary for Housing, tourism and habitat, presided over this exercise, at which diplomas were granted to the 21 graduates of the Higher Institute of Tourism of Tangiers. He recalled that the first Moroccan hotel school had been created in 1950 in Rabat, and that since then several others had been opened: the Tangiers hotel school (1965), the Marrakesh hotel school (1971), the hotel schools of Agadir and Fes (1974). A sixth school, he said, is soon to be created in El Jadida.

41. "Casablanca. Ce que vous devez savoir sur le Centre de Formation Professionnelle de 'Royal Air Maroc'" (Casablanca. What you should know about the Professional Training Center of "Royal Air Maroc"). L'Opinion, September 6, 1975, p. 8.

In an awareness of the necessity of ensuring the air-borne safety of their passengers, this airline has created a center for professional training.

Students may board or attend on a day basis. Navigation mechanics are given a monthly study grant of 400 DH during their theoretical training period and of 1,000 DH during the practical training period; pilots receive 450 and 1,500 DH respectively.

Educational organization - Higher Education

42. "L'Institut National de Statistique et d'économie appliquée" (The National Institute for Statistics and Applied Economics). L'Opinion, July 3, 1975, p. 10.

The INSEA was created in 1961, as the Center for the Training of Engineers in Statistical Works, and was at first to train "engineers" for statistical work (called applied statistics engineers), and technical statistics assistants. It assumed its present form in 1967, and recently three new cycles of instruction have been opened, namely:
a cycle of training for technical programming assistants;
a cycle for analyst engineers;
a cycle for engineers in statistical economics.

43. L'Opinion, August 29, 1973, p. 1.

This article reports on the 12th congress of the General Union of Moroccan Students, who are to examine the means that the authorities should use to ensure a renaissance of the university and to make education more democratic.
The sessions are to last three days.

44. "Clôture hier à Rabat du XII^{e} congrès de l'UGEM" (Closing yesterday in Rabat of the 12th congress of the General Union of Moroccan Students). L'Opinion, September 1, 1973, p. 1.

The students' congress presented the results of its work, adopted motions and elected its new executive committee, in the presence of the executive committee of the Istiqlal party, representatives of the diplomatic corps and noted guests.

45. "Institut Supérieur de Commerce et d'Administration des entreprises" (The higher institute of commerce and of business administration). L'Opinion, September 23, 1973, p. 3.

The institute announces a competition for access to the higher cycles of management education.

The studies include two university years, after which a third-cycle diploma is granted giving access to scale of pay no. 11 of the public administration.

The seminars are planned in such a way as to make it possible for students partially to practice a professional activity.

46. Loutfi, M.L. "Accès à l'université: et las autres?" (Access to the university: and the others?). L'Opinion, September 30, 1973, p. 1.

The author deplores the requirement, instituted after university troubles occurring in 1972-73, that inscription in the different faculties and higher schools be contingent upon the presentation of a copy of one's legal record. Thus, he says, an administration which has always been known for its opposition to the deep concerns and interests of the student masses has assumed yet a new practice, and one whose negative and arbitrary side escapes none, especially since it is clear that it rests on no criterion of a pedagogical or cultural order.

Adult education

47. "Congrès du Groupe d'Etude de formateurs, directeurs et chefs de personnel des entreprises" (Congress of the Study Group of trainers, directors and personnel heads of businesses).
L'Opinion, July 2, 1975, p. 8

Mr. Ahmed Fizazi, governor of the province of Meknès, presided over the opening session of this conference, which was organized under the theme "Report and prospects for the year 1975." He congratulated the group's action with repsect to the training of workers and skilled staff.

48. "Cours sur l'informatique organisés par la Faculté des Sciences" (Computer processing courses organized by the Faculty of Sciences), L'Opinion, July 4, 1975, p. 6.

Within the framework of permanent training undertaken by the university, the faculty of sciences is organizing, in collaboration with the "computer processing" section of the "association française de cybernetique, électronique et télécommunications," a "summer computer school." This school aims at giving teacher-researchers and computer staff a complementary training.

Some thirty specialized seminars and courses are to be given on the following themes:

- Systems models;
- structured programming;
- data bases.

Participants from Algeria, Belgium, Chile, Spain, the US, France, Luxemburg, Morocco and Switzerland are to attend.

Special education

49. "Fin d'année scolaire à la prison civile: 298 candidats reçus au C.E.P., 18 au baccalauréat et 18 aux examens d'études supérieures" (End of the school year at the civil prison: 298 candidates granted the C.E.P., 18 the baccalaureate, and 18 pass the examinations of higher studies).
L'Opinion, July 17, 1975, p. 6.

In a speech on this occasion, the general director of penitentiaries spoke of the different cultural and educational programs drawn up by the services of the department of justice for delinquents, emphasizing the effort made in the domain of school equipment in general. He pointed out, in particular, that 298 students from the civil prison of Casablanca passed the examination for the certificate of primary studies, and that 18 had passed their baccalaureate.

50. "Assistance française pour la formation des cadres sportifs marocains: Le décollage sportif amorcé sera poursuivi" (French assistance in the training of Moroccan sports personnel:
The beginning made in the field of sports will be pursued).
L'Opinion, September 2, 1975, p. 2.

Before leaving on an official visit to Paris, the state secretary under the prime minister responsible for youth and sports discussed with the press the object of his visit.

France, he said, must furnish teachers for the training of Moroccan leaders, this is one of the essential points in raising the level of our sports. Other questions were also to be discussed, concerning Franco-Moroccan exchanges in the field of sports.

51. "L'Ecole Nationale des Officiers de la Marine Marchande" (The National School for Merchant Marine Officers).
L'Opinion, September 9, 1975, p. 7.

This school is set apart by two advantages which enable it to dispense an instruction of value: its proximity to the port, and its equipment, a workshop with machine-tools, marine motors, and a fleet composed of several ships making it possible to ensure the practical training of both "motor" and "bridge" officers.

52. L'Opinion, September 24, 1975, p. 4.

At the request of certain parents, the Amal Psycho-pedagogical Reeducational Center is accepting enrollments and reenrollments throughout the month of September 1975.

The center provides transportation and the noon meal for its students, and uses modern methods of teaching and training.

Teacher training

53. Abou, Leila. "Une année au C.P.R. d'Agadir ou la formation des cadres" (One year at the Agadir regional pedagogical center, or the training of skilled staff). L'Opinion, September 19, 1975.

The shortage of trained middle-level staff is an ill from which many under-developed countries suffer, and Morocco, says the author, is no exception to this sad reality. To train a sufficient number of first-cycle teachers rapidly, the authorities of the Ministry of Secondary and Primary education have conceived the idea of creating training establishments called "regional pedagogical centers" (C.P.R.). There are thirteen, located in the main cities of the country. Normally, they recruit baccalaureat-holders who, having passed the entrance examinations, are given a two-year program of theoretical and practical training. They are then ready to take up their posts as first-cycle teachers.

Teaching methods and aids

54. Bertrand, Louis. 'Analyse de "La vie intellectuelle marocaine' de Mr. Benchekroun" (Analysis of "Moroccan intellectual life," by Mr. Benchekroun). L'Opinion, July 21, 1975, p. 5.

The author of this article criticizes this comprehensive work, whose aim is to present scientists, teachers, jurists, chemists, physicist, theologians, etc., for a certain lack of method in presentation, and for a lack of choice in the selection of subjects. The list, he says, is so long that it becomes monotonous. Over one hundred thinkers, more than seven hundred works are presented, all studied and analyzed by the author. The work is a doctoral thesis defended before a board presided over by Henri Laouest, professor at the College de France in Paris, which won Mr. Benchekroun the unanimous mention "very honorable".

Agricultoral education

55. "A l'occasion de la rentrée scolaire et universitaire ce que vous devez savoir sur l'école forestière de Salé" (On the occasion of the beginning of the academic year, what you should know about the forestry school of Salé). L'Opinion, September 7, 1975, p. 6.

Created in 1968, the National Forestry Engineering School of Salé received a grant from the United Nations and F.A.O. special fund.

The engineers graduating from this school usually become subdivision heads or assistant heads, and as such are responsible for the management of the forest domain, its improvement, reforestation, and defense, and for the restoration of soils. They can thereafter become applied engineers.

Religious education

56. "Cérémonie de fin d'année scolaire dans les centres de formation religieuse" (End-of-year ceremony in the centers of religious education). L'Opinion, July 10, 1975, p. 6.

Mr. Dey Ould Sidi Baba, Minister of Habous and Islamic Affairs, presided over a ceremony organized at the end of the school year in the centers of religious education. In a speech on this occasion, the minister pointed out the role such centers play in spreading Islamic culture and in preservating sacred values.

57. "Septième causerie religieuse sous le thème 'La science de l'inconnu dans le Coran'" (Seventh religious forum on the theme "The science of the unknown in the Koran"). L'Opinion, September 26, 1975, p. 4.

The theme of the seventh religious forum during the sacred month of Ramadan was "... Who knows the mystery and unveils the mystery to noone, except to an emissary approved by him, and who he causes to be preceded and followed by a vigilant guard to know whether they have communicated the messages with which their Lord has entrusted them. He embraces with his knowledge what is before them and counts all."

TUNISIA

Philosophy and theory of education

58. "A Sfax, le Conseil Regional de l'Organisation Tunisienne de l'Education et de la Famille clôture ses travaux" (In Sfax, the Regional Council on Tunisian Organization of Education and the Family closes its work). L'Action, July 1, 1975, p. 6.

During this meeting, the general secretary of the Coordinating Committee of the Destour Party recognized the meritorious actions accomplished by the OTEF to favor the blossoming of young talents and to protect them from social problems. He then listed the achievements of the regional bureau of the OTEF, especially the creation of a private secondary school which has helped a number of students who had failed out of the public schools to pursue their studies.

59. "Une option" (An option). La Presse, July 7-8, 1975, p. 1.

The celebration of the end of the school year is of particular importance this year because it coincides with the celebration of the twentieth anniversary of Tunisia's assuming the responsibility for her educational system. Education in Tunisia was made a priority sector at the moment of the national struggle. It is now the image of mark of Tunisia. A critical report must be drawn up of the action taken in this field, so that the necessary modifications can be made. Democratization explains the success of the undertaking, but it must advance at the expense of quality. This has become an imperative element in resolving educational problems. Such problems must be reconsidered as a function of the country's interests, hence the necessity for reforms, which would among other things give priority to sciences and technical subjects.

60. "A la fête de la Journée du Savoir, le Président Bourguiba: 'Le génie tunisien est capable d'assimiler toutes les branches du savoir'" (At the celebration of the Day of Knowledge, President Bourguiba: "The Tunisian genius is capable of assimilating all branches of knowledge"). La Presse, July 8, 1975, pp. 1 & 3.

The president distributed prizes to 45 graduates this year. This year the Day of Knowledge corresponds to the twentieth anniversary of the "Tunisification" of education.

The number of graduates in the scientific and technical branches is greater than in previous years.

The president congratulated the students on the relative calm presiding over the faculties and educational establishments, regretting the disturbances that had occurred among teachers in the secondary schools.

Driss Guiga, Minister of Education, gave a report on the result of the 1974-75 school year, which were satisfactory in comparison with previous years, but still inadequate.

The president gave a speech which is reproduced in its entirety by La Presse.

61. "Séminaire d'information scolaire et universitaire (18-19 avril 1975)" (Seminar of school and university information (April 18-19, 1975)). ONOU informations, no. 11 (July 1975), 33 p., roneo.

This seminar, joining representatives of the Ministry of Education and of several national organizations, aimed at defining new formulas for school and university orientation and information. Baccalaureate-holders should be better prepared to face the requirements of higher education, says the author. A dialogue should be set up between the authorities of higher education and those on the secondary level. Various reports were given, each followed by a debate. In conclusion, the authorities uphold the educational policy based on democratization of education and commit themselves to orientating instruction toward the sciences and technology, domains which are necessary to the country.

62. Mohsni, Abdesslem. "La conquête de la science et de la technologie" (The conquest of science and technology). L'Action, August 7, 1975, pp. 1 & 4.

The reform of secondary education is an indication of the development of education in Tunisia, and opens to it great prospects for the future. What retains the attention in this reform is less its formal aspect than the spirit which presided over its adoption, aimed at accentuating the scientific and technical character of education and at adapting the educational system to the country's need for skilled workers. Mathematics teaching occupies an important place in this reform, which constitutes a political choice.
The reform of secondary education will lead to a development in higher education. Scientific and technical research will occupy a greater place than they do at present. The training of scientific and technical workers will make possible technological transfer.

63. "La réforme du baccalauréat ou la volonté d'être en accord avec notre époque" (The reform of the baccalaureate, or the desire to be in step with our era). Dialogue, no. 49, August 11, 1975, pp. 14-16.

Secondary instruction is now, finally, certain of its structures, which have been modernized to adapt to the requirements of educational mobility.
Education must lie within the dynamics of a permanent reform. To establish a correlation between academic life and social life, vacation periods have been readjusted. To correlate secondary with university education and with the requirements of development, the instruction now emphasizes the exact sciences and technology.

Mr. Guiga, in an interview, discusses his viewpoint, saying that he wants to get away from the myth attached to the baccalaureate.

64. Minister of Education, presides over a meeting of the teaching staff and the militants of the Destour Socialist Party.
Essabah, September 18, 1975, p. 2.

The following points brought up at the meeting are reviewed by the article:
- A revision of the fundamental choices made in preparing the educational plan.
- A lightening of the responsibilities of the central administration, through delegation of powers to the regional delegations.
- The necessity of seeing that Tunisian schools take into consideration the educational element in instruction.
- The teaching programs are henceforth to be based on the educational element, as modern experiments have shown that educational systems which neglect the human element have failed, since they have not taken into consideration the fusion of teaching in the social environment. Thus this close relation, which is essentially a dynamic one, must be reinforced.

65. Mohsni, Abdesslem, "La fonction de l'enseignement" (The function of education). L'Action, September 18, 1975, p. 1.

One of the projects drawn up by Tunisia at the time independence was won was the universalization of education. The country has made enormous efforts to attain this objective.

Today, Tunisia may be considered to have won her bet. More than one-fifth of the population is attending the country's schools, lycees and university. The percentage of girls enrolled is increasing.
With respect to teachers, almost all will soon be Tunisians in the scientific and technical sectors. In the name of democratization, profitability has been relegated to second rank — a policy which must be studied within the framework of the next plan, so as to favor the integration of young people into active -(working) life.

66. "M. Guiga dresse le bilan annuel de la politique éducationnelle. Le Conseil des Ministres discutera le 9 oct. du projet de réforme de l'enseignement supérieur" (Mr. Guiga draws up the annual report on the educational policy. The Council of Ministers will discuss the project of reform of higher education on Oct. 9.). La Presse, September 26, 1973, pp. 1 & 4 (2 col.).

This article reports on an interview carried out by "Tunis-Afrique Presse" with the high authorities of the country so as to evaluate the progress made toward carrying out the recommendations of the last congress.

Mr. Guiga spoke of the different reforms being studied and carried out, and of the further training of teachers. On the subject of technical instruction, the discussion bore on the spread of professional and technical colleges. The creation of structures to recover school failures is a question requiring attentive study.

The project of reform of higher education is being studied. Various measures have been taken to reduce the differences between different regions with respect to education.

Concerning private schools, Mr. Guiga emphasized the gaps in this type of education, but at the same time noted that it does fulfill a social function.
He declared, finally, that he was on the whole optimistic with regard to the future of education.

67. "L'enseignement constitue un travail social dont les bénéficiaires doivent s'ouvrir sur la société" (Education is a social work whose beneficiaries must open themselves out to society). L'Action, September 27, 1973, pp. 1 & 4 (1/2 p.).

The Minister of Education indicates in this article that a restructuring of education was dictated by the general change that has occurred in the situations of higher education, and by the necessity for adapting this sector to the country's new rate of development. He discussed the new quantitative factors, decentralization, and the necessity of reexamining the objectives of higher education and of instituting appropriate structures. He then spoke of the aims of the project of reform, and presented the main provisions of the project. He also dealt with access to the institutes of higher education, the general organization and the chapter of distribution of responsibilities. He then replied to questions from the participants, and indicated that the project submitted to the professors was the fruit of several consultations.

The unabridged text of the speech given by Mr. Nouira, Prime Minister, accompanies this article.

60. "Driss Guiga en toute franchise, nous pensons nous acheminer vers l'enseignement de la philosophie en arabe" (Driss Guiga talks frankly. We think we are on the way to teaching philosophy in Arabic). La Presse, September 27, 1975, p. 4 (3/4 p.).

The Minister of Education replies here to several questions from journalists concerning the "technocratization" of education, the teaching of philosophy and Arabization, the possibilities of the Arabic language in this domain, and the different aspects of the reform.
A question was asked concerning the suppression of the September session of the baccalaureate examination, which could increase the number of school failures.

69. "A la veille de la rentrée scolaire. Mr. Guiga Il nous faut agir pour que l'école tunisienne devienne un centre de production et de rayonnement et non un centre de consommation'" (On the eve of the beginning of the new school year. Mr. Guiga "We must act so that the Tunisian school becomes a center of production and illumination and not a center of consumption"). L'Action, September 27, 1975, (2 col.)

Within the framework of the evaluation of the progress made in the last meeting of the Destour Socialist Party, the Minister of Education emphasized the importance of the educational sector for the country's citizens.
He said that it is impossible and unacceptable for reforms to be introduced too hastily. The reform of the baccalaureate and of the vacations will not enter into force until October 1976.

The past year was devoted to drawing up reform projects and to establishing the theoretical definition of the future orientations of education. The minister pointed out that the number of technical lycees in the programs of the ministry exceeds that of secondary lycees (60% as against 40%). He also spoke of the importance of retraining and further training of teachers.

70. "Le sens d'une réforme" (The sense of a reform). La Presse, September 27, 1973.

The questions relative to education in the country are sensitive and complex. They must be approached without pressure.

For some time now, the government has been carrying out an examination of the educational policy, and it will open this file to public opinion. Mr. Nouira recalled certain defects in the Tunisian educational system. One of these is the choice of the reason for education, and the priorities to be held to succeed in economic take-off.

Many efforts and much imagination will be required if the image of Tunisian education is to meet the country's needs.

71. "Notre grande enquête. La rentrée: par quelle 'porte?' Ce qu'il faut savoir sur la nouvelle réforme de l'enseignement" (our great enquiry. The new school year: by which "door?" What you should know about the new educational reform. La Presse, September 28, 1973, p. 2.

The author of this article recalls the outlines of the new reforms in education, which reflect the government's broad choices in the field.

With respect to the baccalaureate, there will now be only one session, and candidates with marks of between 8 and 10 (out of 20) will have to take additional tests in June. The oral examination has been eliminated. The educational programs have been restructured so as to reinforce the place of mathematics. This reorientation meets the requirements of development.

Another aspect of the reforms bears on school holidays. The school year will begin on September 20 and be spread over four periods: Sept. 20 to Nov. 14; Nov. 21 to Jan. 23; Feb. 6 to April 2; April 10 to June 10.

72. "Réunion consacrée à la discussion du projet de réforme de l'université avec les étudiants destouriens. Nouira: L'université ne doit pas vivre en vase clos, à l'écart de la société" (Meeting devoted to a discussion of the project of university reform, with the Destourian students. Nouira: The university must not live closed, sheltered from society).
La Presse, September 29, 1973, pp. 1 & 8 (2 col.).

The debate on the project of reform of higher education continues between the parties concerned. After having been discussed by the university professors, the new reform was the subject of a meeting with the prime minister, Hedi Nouira, Messrs. Sayah, Guiga and Mbazaa, and the students. The aim of the meeting was to clarify for the parties concerned the true objectives of the reform, and to hear their proposals. One of the main subjects of discussion was the possibility of tests for admission for access to higher educational institutes. The professors and students consider this provision to be contrary to the principle of democratization of education.
Messrs. Nouira and Guiga explained the sense and the true bearing of the principle of selection.

Educational organization

73. "La journée du savoir dans le pays" (The Day of Knowledge throughout the country). L'Action, July 1, 1973, p. 3.

In celebration held throughout the country for the Day of Knowledge, authorities and educators distributed prizes to the most meritorious students.
On this occasion, the authorities exhorted students and teachers to increase their efforts to achieve the aims of education.

In Gabes, Dr. Sadok Mokaddem, president of the National Assembly, gave a speech in which he noted that the governorate of Gabes counts today 108 primary schools attended by 40,172 pupils, and 7 secondary schools attended by 7,626 students.

74. "Tout est en place pour aborder dans les meilleures conditions la rentrée scolaire. 2,286,000 manuels scolaires imprimés cette année" (Everything has been set up so that the new school year can begin under the best conditions. 2,286,000 school texts printed this year).
L'Action, September 23, 1973, p. 2 (1-½ col.).

Conscious of the necessity of procuring the supplies necessary for every school year, the government has given the Société Tunisienne de Diffusion a monopoly on the importation of school books and supplies.

The STD ensures the distribution of the texts in proportions which vary from 85 to 90% of the requirements. It has published 14 new titles for the 1975-76 school year. It has done everything possible to maintain price stability for books and school supplies. It is not possible to control the prices of imported books, but the pupils in the primary schools use only Tunisian books.

Educational organization - Primary Education

75. Abdennebi, Azouz. "Etude: L'éducation de la petite enfance" (A study: Education in earliest childhood). L'Action, August 20, 1975, p. 5 (1 p½).

The child develops greatly during his first five years. Starting from earliest childhood, differences depending on a child's environment influence him. School failure is due principally to the conditions under which he learns at school. Nursery schools are indispensable for the blossoming of the young child, and priority should now be given to creating the greatest possible number of these. Pre-school education has five tasks to fulfil: ensuring the transition from the family to the extra-family environment, developing the child's capacity for expression, helping him to become a social being, preparing him for school tasks, and discerning troubles and difficulties. All the exercises in which the children participate (games, physical education, manual work, exercises in observation, language, drawing and singing) are forms of expression. The aim of these schools is not to teach children to read or to count, but to prepare them. Throughout the world, pre-school education, is expanding and it is high time, says the author, that Tunisia endowed herself with a vast network of nursery schools.

76. Hamrouni, Mounira, Boubaker Nouar, "Propos de rentrée" (Proposals at the beginning of the year). Dialogue, no. 34, September 15, 1975, pp. 10-12.

The intensification of international relations requires that a prime place be reserved in the educational system for the teaching of languages, since a child can, without great

difficulty, learn several languages between the ages of 5 and 10. The introduction of film projections and televisions at school is becoming an absolute necessity. Another consequence of this intensification is permanent education. The aim of teaching will henceforth be to learn how to become. It is regrettable that there is a flagrant lag between school and outside life. A pedagogical model must be chosen which falls between the dogmatic model,,the model of adjustment and the model of emancipation. The function of education requires reflection, knowledge and much "savoir-faire."

77. "Rentrée scolaire: la direction de l'enseignement primaire et ses attributions" (The new school year: The direction of primary education and its attributions). La Presse, September 23, 1975, p. 4 (1½ col.).

Tunisia's educational policy is based on democratization, and it has permitted the enrollment of one million children. The results of the last 20 years are eloquent. The age of enrollment is set at 6 years. The primary education service organizes the new school year, and has important powers related to the universalization of education. It works with the school medicine service to protect the pupils' health. One chapter of the service's budget is devoted to supplying school libraries. Cultural exchanges are organized with certain countries.

The pupils are also taught the rudiments of the highway code. The service has set up "consulting councils" to favor interaction between the school environment and the social universe, and to serve as a liaison between educators and parents.

Educational organization - Secondary Education

78. Baccar, Chedly. "La géographie et l'étude du milieu dans l'enseignement secondaire long en Tunisie" (Geography and environmental study in long secondary education in Tunisia). Bulletin de liaison et d'information de l'Institut National des Sciences de l'Education, no. 18, July-Sep. 1975, pp. 4-28.

Environmental study occupies an increasing place at all stages of education, especially in primary and secondary schools, and geography is the discipline which participates most in this study.

The author presents the contribution of geography teaching to the study of the environment, and the means brought into play so that this contribution may be achieved concretely. In addition he makes certain suggestions for improving the means put at the disposal of the teachers.

The works are valuable only as information; they open the way to systematic research. The research plan would include inquiries and psycho-sociological studies.

79. "Conférence de presse de M. Driss Guiga. Suppression de la session de septembre de l'examen du baccalauréat" (Press conference given by Driss Guiga. Suppression of the September session of the baccalaureate examination). L'Action, August 5, 1975, pp. 1 & 4.

Mr. Guiga gave a press conference in which he announced the decisions made in the council of Ministers relative to the reform of secondary education. This reform bears on the baccalaureate examination, the teaching of mathematics in the secondary cycle, and the system of school vacations.

As of 1976, there will be only a single baccalaureate examination session, held in June. This suppression of September session has several advantages for students, teachers, administrators and parents. The oral part of the exam has also been cancelled. This too will facilitate the work of the administration. A great part will be given to optional subjects. The mathematics and scientific divisions will form a single section, so as to encourage the teaching of mathematics.

A new system of school vacations is to be instituted as of 1976.

80. "Signature d'une convention de coopération pour la formation professionnelle" (Signature of an agreement for cooperation in vocational training). La Presse, July8, 1975, p. 5 (1 col.).

The Minister of Equipment and Social Affairs and the governor of Tunis have signed an agreement for cooperation in the field of vocational training.

The aim of the agreement is to define the details of the application of a program aimed at the utilization of installations, equipment and staff from the material maintenance service of the Ministry of Equipment to carry out a vocational training program.

Educational organization - Higher Education

81. "Au congrès extraordinaire de Monastir: l'UGET s'interroge" (At the extraordinary congress of Monastir: the General Union of Tunisian Students examines itself). Dialogue, no. 48, August 4, 1975, pp. 20-23.

Following the 18th congress of the UGET in Korba, where an essentially political debate led to a situation of obstruction, a long period of gradual deterioration covering four years was marked among other things by numerous disturbances in university life. In this connection, the 19th extraordinary congress of the union was held at Monastir. While it was still going on at the time of writing of this article, it was possible to discern a unanimous desire to unite and open a wider dialogue and an attempt to put the union back "on the path".

An article by A. Ghachem gives a history of the UGET and indicates conditions for remaining the only valid interlocutor.

82. Ben Hammed, Hamadi. "La réforme de l'université: le gouvernement propose un projet" (The reform of the university: the government proposes a project). Dialogue, no. 56, September 29, 1975, pp. 16-17.

The greater and greater density of the student population, the clogging in the first cycles, the rate of failure, and a stop-up in career possibilities — all these factors call for energetic solutions. In this perspective falls the project of prospective reforms of the law framing higher education and scientific research. The entire educational system as a whole must be rethought, in its structures, its content, its methods and its affinities. Certain teachers continue to preach the humanistic training of the university, losing from sight the fact that education should above all be a social service.

Mr. Guiga spoke of orientation, it is true that project can be seen as a selective system, but if one examines it more closely one can see that the control exercised is a light one.

The reform project is above all an overall approach to the problems in higher education, a conciliation between the desirable and the possible.

Special Education

83. Walid. "Au terme d'une année scolaire. I. Qu'en est-il de l'éducation sexuelle à l'école?" (At the end of one school year. I. Where does sex education stand?) La Presse, July,20, 1975, p. 2 (3 col.).

The school should prepare young people for their adult functions. That is why it has seemed necessary to integrate sex education into the secondary school programs. Certain experiments were carried out in Tunisia, and since 1970 a course on human reproduction and contraception has been held the third year.

The different problems that have arisen led to the formation of a mixed commission (public health - education) which recommended that emotional, family and family planning education be included in the different subjects taught, and not be set apart as a separate subject.

84. "Bourguiba School' en été: une fenêtre ouverte sur la culture arabe" (Bourguiba school in summer: an open window onto Arab culture). La Presse, July 30, 1975, (½ p.).

This summer three hundred students attended intensive courses in Arabic. They came from various countries, and their motivations differed, but it is to be hoped that this interest in the Arabic language will contribute to the setting up of a system of cultural exchanges.

The Institut Bourguiba puts at the students' disposal an audio-visual teaching method, ultra-modern language laboratories, and excursions.

During the academic year, 2,500 university students, most of them Tunisian, followed courses in the different sections.

Two new sections are to be created, on giving courses leading to a practical language diploma, the other to a diploma in conference interpretation.

85. "Planning familial et enseignement" (Family planning and education). L'Action, September 4, 1975.

This newspaper contains a page devoted to the medical domain, including several articles on sex education and the introduction of family planning into educational programs. An article by Hedi Mhenni speaks of the reasons for giving sex education. A western psychiatrist says what he thinks of such education, but his ideas are destined more for a western public.

With respect to integrating population and family planning education into the secondary instruction, meetings have been organized with the authorities of secondary education and with the students. During one seminar, several authorities, including the minister of public health and the minister of education, defined the aims of this inclusion.

Teaching Methods and Aids

86. An awareness expressed in the paintaings of students. Essabah, July 1, 1975, p. 18.

The secondary school students are, using the means at their disposal, participating in the general cultural movement in the country, with school competitions and theater programs organized inside the schools or within the frame of festivities on the regional or national scale. Thus the "Maison de la Culture" Ibn Khaldoun is showing a collective exhibit of 144 paintings painted by the students of several lycees and secondary schools.

Special Problem - School Failures

Special problem - School Failure in Tunisia

As is almost inevitable in any country which espouses the ideal of universal school enrollment, especially when the backgrounds of the various segments of the population are so diverse, and in some cases so remote from modern life as is the case in Tunisia, school failure has now become a serious problem in the country. The authorities are not unaware of the problem, nor of the concomitant problems of loss of manpower, the dangers of juvenile delinquency resulting from non-occupation of young people, etc.

They have tried, without too greatly compromising the level of the education dispensed, to provide solutions, both within the schools and through educational alternatives to pick up those who have not succeeded within the normal school system.

In reading the following, it should be borne in mind that private schools in Tunisia are not, in most cases, institutions of prestige, but rather schools which offer those who have dropped out of the school system a means of catching up and taking exams independently, in order to reinsert themselves into the system, or acquire an independent specialized education for which special diplomas are granted.

87. "Conférence de presse sur l'enseignement privé. Les écoles privées: structures, problèmes et résultats" (Press conference on private education. The private schools: structures, problems and results). La Presse, September 26, 1975, pp. 1 & 4.

The themes of this conference were the instruction given in private schools, the efforts made for structuring and development of the level of instruction, and the successes recorded during the previous school year.

During the 1974-75 school year, 32,933 students pursued their studies in 153 private primary, secondary and professional schools. This year the number of such schools has risen to 164. Mr. El Fekih speaks of the difficulties met with by these schools, and emphasizes their importance in solving the problem of school failures. He gave a picture of the results obtained, and spoke of a project concerning the creation of a private technical lycee and measures of a social order that have been decided upon.

88. Horchani, M.M "A propos des classes de rattrapage" (concerning remedial classes). An Nachra At Tarbawya, no. 7, 1975, pp. 47-49.

When the subject of remedial classes is considered, the question arises of the qualifications of the teachers teaching them, and of their conscientiousness in fulfilling the mission entrusted to them. Teachers who do not refresh themselves end up by becoming mediocre. A dynamic teacher, well trained in active methods, is necessary for a remedial class. These classes raise the problem of school failure, for the children in them are not "normal"; they are, rather, socially and academically handicapped. One essential cause of their lack of adjustment is divorce or misunderstanding between their parents. There are also other less serious but also important causes.

89. Interview with Mr. Hédi Zghal, State Scretary under the Minister of Education. Essabah. September 18, 1975, p. 1 p. 17.

The question was asked whether automatic passing to the next class had resulted in a drop in the educational level. The reply was, first, that automatic advancement did not, in fact, exist, since nearly 10% of the students repeat their years. Nonetheless, said the secretary, a remedy had to be found for failure, and it was in fact decided to facilitate passing from one class to the next. Remedial classes were decided upon.

The teachers for this mission must be well motivated, he said, for it is more difficult to teach these classes, and teachers fear that they will make a bad impression when the inspectors visit their classes, thus reflecting badly upon their own competence.

90. Dehmani, Ahmed; "Bien cerner les retards scolaires pour mieux les combler" (Discerning school lags in order better to remedy them). An Nachra At-Tarbawya, no. 8, 1975, pp. 43-45.

There are a number of very different causes for school lags, and the ways of remedying them are also quite diverse. They may be caused simply by intellectual inadequacy, or by difficulties with hearing or sight.
When a student has only recently started performing badly, an organic illness or academic overwork may be the cause. Adolescence is marked by a number of crises between the ages of 12 and 20, and the attendant physical and psychic upheavals may explain academic weakness.

Other causes of difficulties are: psycho-motor instability of turbulent children, absence of motivation in children from poor social environments, frequent absences caused by benign illnesses. Various pedagogical measures can be taken to remedy this state of affairs, and in any case the child must be assured of sufficient physical relaxation and sleep.

91. Horchani, Moncef. "Les élèves et les classes de rattrapage" (The students and remedial classes). An Nachra-at-Tarbawya, no. 8, 1975, pp. 39-42.

This article gives one viewpoint concerning the causes of school failure. Every school, the author says, should have a school psychologist. In observing the students' attitudes in class, the teacher can understand them, and understand the psychology of the child. Thanks to timely intervention on the part of the teacher with respect to the parents or to authorities, certain children can be recovered in time. Every educator should draw up a file on his students, including information concerning his family environment and himself.

School failure is often due to the school itself. Classes of support can be a good thing, but such classes should not be of a temporary nature, and they should exist in every school. A table is given showing a system by which students may pass from one level to another even during the course of the year.

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